**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 6.NS.4**  **The Envision Lesson: 7-2** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | Common multiples  Least Common Multiple (LCM) |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| * Do the following review:   1. What is the greatest common factor of 12, 15, and 18? (3)  2. Name a fraction less than 5/8 (e.g. ½, 3/5)  3. Evaluate x - 8 for x = 21 (13)  4. If I bought a pair of pants for $27 and a shirt for $16, estimate how much money I spent. (about $45)  5. Sean bought some sheets of balsa wood to make model airplanes. The balsa wood sheets are 1/8 in. thick and 3/8 in. thick. How much thicker is the thickest sheet of balsa wood? (1/4 inch thicker)  6. Draw a quadrilateral with two 90 degree angles and one 65 degree angle. (See answer on page 164A of the Teacher Edition) | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   * On the board, list several multiples of 2, 5 and 10   + Example: 2, 4, 6, 8, 10…   5, 10, 15, 20…  10, 20, 30, 40…   * In their math journals, have the students and a partner write down 5 things they notice about these numbers. * As a class, discuss and list some the ideas on the board.   + Lead the class to create a definition for multiple.   + Have the students look at the numbers and discuss multiples. * Ask the students if the numbers have any multiples in common. Write these numbers on the board. Tell the students that these numbers are called **common multiples**. Fill in a Frayer Model template for this word. * Have the students identify which of the common multiples is smallest. Tell the students that this number is the **least common multiple**. Fill in a Frayer Model template for this word. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   * Concrete activities in this topic would require too many manipulatives and too much time. Refer to representational activities for activity ideas. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*   * In their math journals, have the students draw two number lines, one above the other, numbered 0 through 15.   + Have the students circle the multiples of 2 on the top number line and 3 on the bottom number line.   + Have the students determine which multiples are common and which is the least. Check with a partner. * Repeat this activity with other pairs of numbers. Be sure to ask students how they know they got the right answer. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   * Independent practice and problem solving problems are on pages 164 and 165. Assign a few problems for them do work on while monitoring how they are doing. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| * Quick Check found on page 165A of the Teacher’s Edition. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES) | |
| * Center Activities from 7-2 on page 165B of the Teacher’s Edition. | |
| **HOMEWORK** | |
| * Assign leveled homework per your students’ needs. On page 165B of the Teacher’s Edition. | |